Improving Grade XI Students' Writing Achievement in Analytical Exposition through Collaborative Writing Strategy

Sri Lestari Sidauruk*

Tina Mariany Arifin**

ABSTRACT

This study was focused on the improvement of Grade XI students' writing achievement in analytical exposition through the application of collaborative writing strategy. The objective of this study was to find out whether collaborative writing strategy could improve Grade XI students' writing achievement in analytical exposition text. The study was conducted by using Classroom Action Research (CAR). The subjects of this study were students of Grade XI Class 2 of State Senior High School *(Sekolah Menengah Atas Negeri: SMAN)* 4 Pematangsiantar consisting of 32 students. The study was implemented in two cycles and each cycle consisted of three meetings. The instruments of data collection consisted of quantitative and qualitative data. The quantitative data were taken from students' written test and the qualitative data were taken from the interview, diary notes, observation sheet, and questionnaire. Based on the analytical exposition writing result, students' score was 57.9. In the test of Cycle I, the mean score was 67, and in the test of Cycle II was 78.3. Based on the observation sheet, it was found that the teaching-learning process well done. The students were active and curious in writing. In line with the data, it was found that collaborative writing strategy can improve Grade XI students' writing achievement in analytical exposition text.

Keywords: Classroom Action Research, Analytical Exposition, Collaborative Writing Strategy.

INTRODUCTION

The Background of the Study

English is a universal language which is dominantly used as a tool of communication in the world. In Indonesia, English is used as a foreign language. It is used primarily as an object of study-a compulsory subject- in a pedagogical domain. It has been taught to the students from kindergarten up to higher education. In learning English, there are four basic skills that should be mastered, namely: listening, speaking, reading and writing. Langan (2005:14) says that the final result of writing pedagogy focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text,

how to revise text for a clearer meaning, how to edit text for appropriate grammar and how to produce a final product which is a text. Besides that, the students are asked to explore the language that they learn. Based on the standard competence in the syllabus of the Second Year of Senior High School called Educational Unit Level Curriculum *(Kurikulum Tingkat Satuan Pendidikan: KTSP*) the students are expected to be able to write texts of narrative, report, hortatory exposition and analytical exposition. In this study, the only focus of the study is in analytical exposition text.

However, based on the writer's experiences during the Field Practice Program *(Program Pengalaman Lapangan: PPL)* in Private Senior High School *(Sekolah Menengah Atas Swasta: SMA) YP HKBP* Pematangsiantar, it was found that the students had difficulties in learning English especially in writing. The students felt that it was really hard to convey the ideas, thoughts and feeling in a written text. Their deficiency in understanding grammar, vocabulary and diction become one point of their weakness to produce a text. They also did not have any idea of what to write. This was due to the lack of knowledge about genres or text types. The same condition was happened in State Senior High School *(Sekolah Menengah Atas Negeri: SMAN)* 4 Pematangsiantar. Based on the observation done by the writer in Grade XI, it was found that their English score in the first semester was 67. 81 and for the second semester was 68.51. The data showed that the students' achievement in learning English was still low. From the interview with the English teacher, it was found that there were some factors which make the students unable to write well. The first were students are lack of information about to the topic of writing. It made them cannot make strong arguments in their writing. When a writing task was given, students spent much of the time to think about what they were going to write. The second was students felt difficult to organize the ideas, thoughts and feelings in to a good English sentence. It was hard for the students to uncover the ideas that they have in their mind directly in to the written words. They also prefer work in a group to learn individually.

Due to the condition above, the teacher needs to solve the problem by applying appropriate approach, method, strategy or technique of learning. In this study, the writer offers collaborative writing strategy to improve the students' writing achievement especially in analytical exposition text. Collaborative writing is a strategy of learning which allow the students to collaborate with their peers in producing or writing a text.

Speck (2002:6) states that collaborative writing is a powerful strategy of writing that encourages cooperation, critical thinking, peer learning and active participation to end product. The students work in a group and produce a text after discussing it in the group. Read their peer writing and offer critiques of the writing to help their peer revise their writing. All the critiques and suggestions from their peer will help them to revise their writing with a purpose to improve their writing skill. Moreover, collaborative writing effectively teaches the concept of teamwork. More people mean more ideas, more work done and thus the goals are achieved more efficiently.

The Research Question

Based on the background of the study, the research question is formulated as following:

> "Does Grade XI students' writing achievement improve in analytical exposition through collaborative writing strategy?"

The Objectives of the Study

In connection with the problems of study, the objective of the study is to discover whether Grade XI students' writing in writing improved in analytical exposition text through the application of collaborative writing strategy

The Scope of the Study

In this study, the writer focuses on improving Grade XI students' writing achievement in analytical exposition text. The writer is also concerned with some aspects of analytical exposition, which are the generic structure and the language features.

The Significance of the Study

This study covers the aspects of teaching writing. The application of collaborative writing strategy is expected to be success. The benefits of the study are: (1) theoretically, the result of the research can be a reference for those who want to conduct a research in English teaching-learning process especially in teaching writing, (2) practically, the writer hopes that this study will be a useful input for teachers in English teaching-learning process especially in teaching writing analytical exposition, for the

students to improve their writing achievement and for the other researcher who are interested in understanding more about collaborative writing.

Conceptual Framework

This part of the theories explains about the related literature and materials being used in this study. Some terms and theories are used in this study and they need to be theoretically explained. The writer presents some terms and theories related to this study in order to strengthen this study.

Writing

In learning English, there are four basic skills that should be mastered, namely: listening, speaking, reading and writing. Writing is the activity of composing a text or pouring arguments and ideas in a written sentence. Writing is a language basic skill. As a language basic skill, just as important as speaking, listening and reading, the students need to know how to write letters, how to put written reports together and increasingly, how to use electronic media to write. Writing is considered as the most difficult skill for language learner because they need to have a certain amount of background knowledge about the topic that is going to be written, the rhetorical organization, punctuation, appropriate language used or specific lexicon with which they want to communicate to their readers. The upshot of writing pedagogy focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for a clearer meaning, how to edit text for appropriate grammar and how to produce a final product which is a text.

Writing is treated as a process. Carol (2001: 15) elaborates the stages of writing process, namely: Prewriting, drafting, revising, editing and proofreading and publishing and presenting.

Analytical Exposition

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reason why something is the case.

Generic Structure of Analytical Exposition

The generic structures of analytical exposition text consist of three components, they are: (1) **thesis statement** is containing a topic and brief statement of the writer's position related to the topic; (2) **arguments** consist of a point and elaboration sequence. The point is to restate main arguments outlines in thesis. The number of points may be varying, but each must be supported by discussion and evidence. The arguments support the writer opinions. The elaboration develops and supports each point/ argument; (3) **reiteration**, restate writer's opinion

Language Features of Analytical Exposition

There are some language features of analytical exposition, namely: (1) generic human and non-human participants, (2) simple present tenses or simple past tense, (3) mental verbs are used when expressing opinions. For example: like, believe, suspect; (4) temporal connectives are often used to order propositions in the previous or at other stages in a more complex argument. For example: Firstly, Secondly; (5) causal conditional connectives are used to link points in the argument, for example: because; (6) comparative connectives are used to introduce counter points. For example: however, on the other hand, although; (7) connectives can also exemplify and show results and are generally used in concluding statements to end the argument. For the example: consequently, therefore.

Collaborative Writing Strategy

Brown (2000:113) explains that strategy is a specific method of approaching a problem or a task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra individually; each of us has a number of possible ways to solve a particular problem and we choose one- or several in sequence- for a given problem.

According to Sharples (1999: 170-175) there are three types of team working in collaborative writing. They are parallel working, sequential working and reciprocal

writing. These three types of team working in collaborative writing are the basic ways the teams are organized. These might change from day to day and can also be mixed together. For example, the writers might work in parallel but also change ideas and notes, or they may pass the draft of an introduction section in sequence for revision while working in parallel on other section. The kinds of team working in collaborative writing are figured out by Sharples (1999:171) in Figure 1.

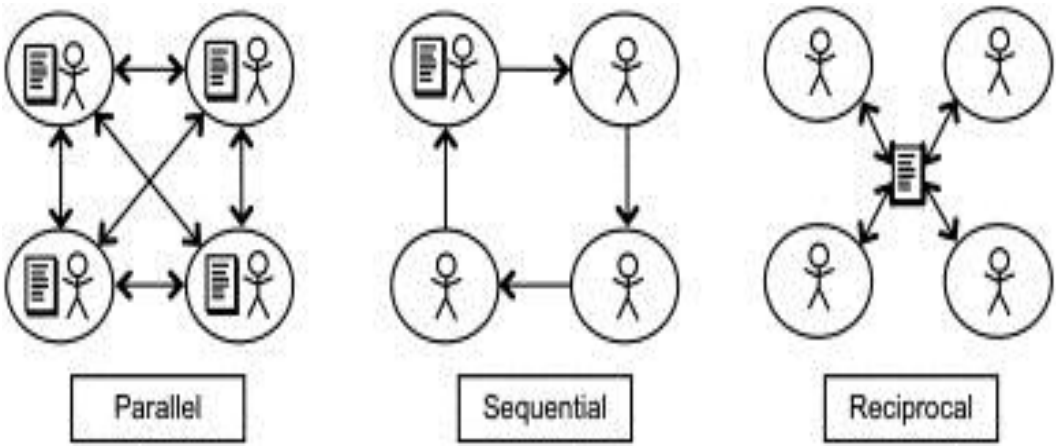

Figure 1 Types of Team Working in Collaborative Writing

The type of team working which is applied in this study is reciprocal working. Reciprocal writing can be most exciting and productive of all type of team working. It can give a strong feeling of working together as a team to build a shared product.

The Application Collaborative Writing Strategy

In the application of collaborative writing strategy, the students have the satisfaction of knowing that when they falter then others will pick up them where they have left off. Those are some steps in applying collaborative writing strategy: (1) the student sits in a group that has been formed and find potential issue that will be discussed; (2) the students give arguments and gathering information and details about the topic given; (3) the students write a draft of a text which is analytical exposition text. As analytical exposition is a text which persuades the listener or readers that something is the case, each member of the group give reasonable arguments why something is the case. Every person in the group gives argument and contribution to the writing; (4) the students exchange ideas, notes and drafts to share insights and points of

view, explore meaning and re-conceptualize their paper. Peer feedback is the heart of collaborative process. The students get together in groups to review the work of others. The group cites any errors in grammar and mechanics (punctuation, capitalization and spelling) in their peer writing. The group revises their writing based on peer review of another group.

Conceptual Framework

One effective learning strategy which can be applied is collaborative writing strategy. In collaborative writing strategy, two or more students sit in a group and students will be actively involved in writing process. The first element of this strategy is to generate and to share potential topics. Students seat in a group give arguments about the topic given. The teacher encourages the students to give comments so they are not hesitant or unable to participate in group discussion. All students can get more activities to write because collaborative writing emphasized more in the writing process. First, students will choose the issue that they want to write and begin to gather and organize the details. For the example "why shouldn't bring mobile phone to school". In this prewriting phase, each member of the group gives arguments and details about the issue. All the details that can strengthen their argument are written down in the paper. For the example, phone ringing disturb the classroom activities, students play game and porn image and video issue. Here, the students must focus on the form of writing. They provide elaboration in order to explain. After the students write their drafts of writing, they revise it. In revision phase they consider which idea to add or to delete, change the word or phrase to make the text sound better. In editing and proofreading phase, the students will have peer correction with other member of the group. That is why; it can be assume that collaborative writing can improve the students writing skills in analytical exposition.

Methodology

Research Design

This research was conducted by applying Classroom Action Research (CAR). CAR is a practical guide for teachers who wish to undertake research in the classrooms and schools for the purpose of improving practice. Burns (2010:2) said that action research is related to the ideas of "reflective practice" and the "teacher as the

researcher". Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified.

Subject of the research

The subject of this research was Grade XI students Class 2 State Senior High School *(Sekolah Menengah Atas Negeri: SMA N)* 4 Pematangsiantar which consists of 32 students. It was located at Pattimura street No.1 Pematangsiantar.

The Instrument of Data Collection

There were five instruments used in collecting data of this research: (1) written test, to assess the students' writing achievement in writing analytical exposition. The students are asked to write an analytical exposition text in approximately 200 words and it was written in 60 minutes length. The students decided the topic of their writing, (2) interview; (3) observation sheet; (4) diary notes, (5) questionnaire

Testing of Writing

There are many ways in scoring writing that can be used. In this study, the scoring of analytical exposition text will be conducted by accounting what are related to the generic structure and the grammatical features of the analytical exposition text.

Table 1. Scoring the Writing Test

Criteria	**Score**	**Reason**
Thesis Statement	15	Thesis statement containing topic and brief statement of the writer's position related to the topic. If the student can write it correctly and appropriately they will get 10; however if they cannot, it will be 5.
Argument	50	Arguments contain the opinion and details analysis of the writer based on thesis statement. It is the main point in writing analytical exposition, that's why it takes 50.

Table 1

(Continued)

Reiteration	5	This contains the writer's reiteration or restatement related to the thesis statement. It reminds the reader about writer's position toward long arguments.
Grammatical Features	30	The grammatical features will be taken 30 because it contains several points like tense simple present tense or simple past tense, mental verbs, temporal connectives, causal conditional connectives, comparative connectors.
Total	100	

Technique of Data analysis

The quantitative data was analyzed by computing the score of writing test. The components of writing test covers generic structure itself and the grammatical features. To find out class mean score each cycle, the following formula from Ary (2005:103) is applied:

$$X = \frac{\sum x}{N} \; x \; 100\%$$

Where :
X : the mean of students' score
∑x : the total score
N : the number of the students

Next, to categorize the number of the students who are competent in writing analytical exposition, the following formula from Ary (2005:103) is applied:

$$P = \frac{R}{T} \; x \; 100 \; \%$$

Where :
P : the percentage of those who get the points up to 70.
R : the number of students who get the points up to 70.
T : the total number of the students

RESULT AND DISCUSSION

Data Analysis

The data of this study were collected in quantitative data and qualitative data. The quantitative data were taken from writing test and the qualitative data were taken from interview, observation sheet, questionnaire, and diary notes. The class that was the subject of this research consisted of 35 students but 3 of the students could not accomplish the data that is needed for some reasons. So, the data was taken from 32 students. This study was accomplished in two cycles. Each cycle was consisted from planning, action, observation and reflection.

Analysis of Quantitative Data

The improvement of the students' writing score in analytical exposition by applying collaborative writing can be seen in Table 2.

Table 2.The Result of the Students' scores

No	Students' Initial	Orientation Test	Cycle I	Cycle II
1	AFS	65	75	80
2	ALB	70	80	90
3	AAR	55	65	85
4	AAD	59	65	75
5	AAP	30	60	67
6	A	55	60	67
7	BRS	70	75	80

Table 2

(Continued)

8	COP	65	75	80
9	DI	64	65	85
10	DSH	30	60	67
11	EA	55	60	77
12	FW	50	60	77
13	FSS	65	75	80
14	FAUS	60	65	75
15	HSS	64	65	75
16	HMS	60	70	75
17	IM	64	65	75
18	IRS	50	60	77
19	IGS	58	65	75
20	IIH	50	65	85
21	NP	45	65	85
22	ORS	58	70	75
23	R	75	80	90
24	RDS	65	70	75
25	RAP	60	80	90
26	RFB	60	65	75
27	RFDP	75	80	90
28	SHRA	55	65	75
29	SHP	55	60	75
30	VATT	58	60	75
31	YAPB	55	60	77
32	YA	55	60	75
Total		**1855**	**2145**	**2506**
Mean		**57.9**	**67**	**78.3**

Table 3. The Comparison of Students' Writing Score

Types of Score	Orientation Test	Test in Cycle I	Test in Cycle II
The Lowest Score	30	60	67
The Highest Score	75	80	90
X	57.9	67	78.3
N	32	32	32

Where :

X : the mean of the students' score.

N : The number of the students

Analysis of Qualitative Data

The qualitative data were also taken to measure how the collaborative writing strategy can improve Grade XI students' writing achievement. It can be seen from the value of interview, observation sheet, questionnaire and diary notes.

a. Interview

Interview was used to discover the improvement of teaching-learning process for both the teacher and the students by sharing the writing strategy. The result of the interview supported what was being solved in this study. The interview was addressed to the students as the subject of the study and the collaborator as the observer. Students were asked about their perception of English particularly in writing of analytical exposition text. After applying the collaborative writing, the researcher interviewed the students again and the result was the collaborative writing worked properly on helping the students to write analytical exposition text. The researcher also interviewed the collaborator who was also the observer of the process of implementation. The collaborator pointed out what happen to the class before and after the strategy have been applied.

b. Diary notes

Diary notes were used to note personal evaluation about the situation of the class while teaching-learning process related to progression achieve. The diary note was done by the teacher personally. The diary notes was made to figure out what had happened in the class. At first, it seemed hard to apply collaborative writing in the class. However, it was found that working in groups make them happy and enthusiastic. Every student gave their argument to strengthen their analytical exposition text. The topic or issue that was given by the teacher was related to the students' life. So it was easy for the students to give arguments and get it down on the paper.

c. Observation sheet

Observation sheet was collected to investigate the situation and problem found during the teaching-learning process. The observation was done by the collaborator who would highly decided whether the implementation of the study run well or not. The collaborator gave notes to the students and the teacher. The collaborator observed in Cycle I and Cycle II. Some regarded points were the clearness of explaining the material and the class management.

d. Questionnaire

Questionnaire was conducted to investigate the improvement of teaching-learning process and to analyze the students' opinion on the teaching strategy. It showed about the effectiveness of collaborative writing if it is applied in the class. The point that was needed to pay attention with was the effort of the group member to write the text. It was suggested that the researcher has to manage every group member. So, every member of the groups are hoped to give the same contribution.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The analyzing of the result of this study was done by applying techniques of data analysis which were students' score, interview, diary notes, observation sheet, and

questionnaire. After analyzing the data from the students' score, conclusion was drawn as following: (1) it was found that the students' score increased from the orientation test, cycle I and cycle II. It means that there was an improvement on the students' achievement in writing analytical exposition text using collaborative writing strategy. It was seen from the improvement of mean starting from the orientation (57.9), cycle I (67) and Cycle II (78.3); (2) the students' score was improved continuously from the first meeting until the test of cycle II. Thus, collaborative writing on students' achievement in analytical exposition worked well.

Suggestions

In relation to the conclusion, the following suggestions are offered (1) applying collaborative writing strategy in writing analytical exposition text is very helpful. By writing collaboratively the students learn about how to give arguments and make the arguments stronger; (2) the English teacher are advised to use this strategy especially in analytical exposition text. It helps the students to build more arguments to strengthen their analytical exposition writing; (3) the students are suggested to apply the collaborative writing in learning English especially in analytical exposition text so the students can write better.

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